

# **SELECT SECTIONS FOR BIRTH TO 3 WISLINE FROM DRAFT**

## **Wisconsin Quality Educator Initiative**

### **Chapter PI 34 Teacher Training and Professional Development Redesign**

#### **Implementation in Early Childhood Education and Care Settings**

**A report by the  
Department of Public Instruction  
PI 34 Early Childhood Study Group  
November 2004**

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#### **Implications for Workforce Access to PI 34 Components**

PI 34 will require that all licensed educators graduating after August 2004 participate in a system of professional development that includes a qualified mentor, a professional development team, and a professional development plan. PI 34 will apply to all licensed teachers including those employed by school districts and those employed by other early childhood programs. Due to the diverse nature of the early childhood education and care field, the following implications need to be taken into consideration to ensure that all licensed early childhood professionals have access to the components of PI 34:

- 1) All early childhood licensed teachers hired by school programs must have access to early childhood-specific professional development activities to maintain their licenses.** Under PI 34, the school district is responsible for ongoing orientation, support seminars, and providing a qualified mentor.
- 2) Early childhood licensed teachers hired by non-school programs must have access to early childhood-specific professional development activities to maintain their licenses.** Early childhood special education (ECSE), vision, and hearing teachers in Birth to 3 programs are required to hold DPI licenses. Teachers working in Head Start and child care may have DPI licenses. Teachers in all of these settings need access to professional development and qualified mentors required by PI 34 to maintain their licenses and to ensure that these settings continue to be employment opportunities for licensed teachers. PI 34 does not specify responsibility for providing ongoing orientation, support seminars, and qualified mentors outside the public school setting.

Mentors and professional development teams must be knowledgeable about diverse professional development needs of early childhood teachers in community-based programs. Mentors and professional development teams need to be knowledgeable about the kinds of unique skills required of early childhood teachers in a wide variety of settings. The limited availability of mentors in rural communities may be of special concern.

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#### **Priorities for Implementing PI 34 in Early Childhood Education and Care Programs**

This report is built on the foundation that DPI is the state agency with the lead role in the implementation of PI 34. The report recognizes that several other state agencies and early childhood associations will also need to take key roles to implement a system that works for the broad early childhood education and care field. The

work group identified the following implementation priorities as vital for ensuring that PI 34 addresses the needs of the early childhood education and care licensed teachers in diverse settings:

- A. Define the roles and responsibilities of the various agencies, associations, programs, and teachers in early childhood systems.
- B. Provide training and information about PI 34 and the early childhood professional development system to all agencies involved.
- C. Develop strategies to identify, access, and support professional development teams and qualified mentors in school and non-school or community settings.
- D. Design and implement models for professional development portfolios and individual training plans. Use existing systems for efficiency and maximum impact.
- E. Expand and enhance articulation among the Wisconsin Technical College System, the University of Wisconsin System, and Wisconsin's Independent Colleges and Universities within the framework of PI 34.

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**Priorities and Strategies:**  
**Licensed Special Educators in DHFS/County Birth to 3 Early Intervention Programs**

PI 34 offers opportunities for the Wisconsin Birth to 3 Program to strengthen its professional development system. A statewide professional development system supports the Birth to 3 Program's delivery of services in home and community settings, the utilization of DPI licensed special educators, and the collaboration with other early childhood programs. There are a number of strategies to enhance the existing Birth to 3 training and technical assistance system and support the development of the PI 34 early childhood professional development system. As the lead agency for the Birth to 3 Program, the Department of Health and Family Services (DHFS) Birth to 3 Program Office should consider the following:

**Define responsibilities:** The DHFS Birth to 3 Program Office should develop a plan that defines specifically how PI 34 will be implemented for DPI licensed employees in Birth to 3 programs. This plan would assign to the county agency and/or its contracted providers the responsibilities defined in PI 34.17(2) for providing 1) ongoing orientation; 2) support seminars that reflect the teacher standards and the mission and goals of agency/program; and 3) a qualified mentor. These responsibilities may be met through interagency agreements or partnerships with DPI, other Birth to 3 Programs, school districts, CESAs, License Renewal Support Centers, or other collaborative mechanisms.

**Provide information and training about PI 34:** As the lead agency for the Birth to 3 Program, the Birth to 3 Program Office should ensure that DHFS, the Birth to 3 Interagency Coordinating Council, and county administrative agencies related to PI 34 are informed about the responsibilities of PI 34 and the efforts to build a cohesive early childhood professional development system.

**Identify professional development teams:** DHFS should identify ways to establish professional development teams for those employed in Birth to 3 Programs through collaborative efforts with other counties, DHFS regions, school districts, CESAs, Universities, License Renewal Support Centers, and/or other EC providers. DHFS should work with DPI to define the unique make up the team members.

**Identify and support qualified mentors:** PI 34 requires qualified mentors to support initial teachers. A pool of 808/809 licensed mentors should be identified and supported to ensure that mentors are knowledgeable about the unique needs of early interventionists. This may occur at the county level, be built into the responsibilities of the Birth to 3 training and technical assistance system (WPDP and RESource), and/or be connected to the License Renewal Support Centers.

**Promote models for articulated portfolios and aligned professional development plans:** DHFS-Birth to 3 Office should promote the use of electronic portfolios for Birth to 3 staff that would inform Professional Development Plans developed under PI 34.

**Engage in collaborative planning and joint funding:** The Birth to 3 Program Office, working through their own professional development system, the Wisconsin Personnel Development Project, should engage in collaborative planning to determine goals and outcomes for an aligned system. By working together, existing resources will be maximized and collaborative funding will enhance the vision for an aligned professional development system. While individual systems hold their own responsibilities, the vision can only be accomplished through collaboration and partnerships. The Birth to 3 system should define ways to establish collaborative partners with other counties, DHFS regions, school districts, and/or CESAs, Head Start programs, child care programs, and other early childhood providers.

**Higher Education Articulation:** The university campuses and Wisconsin Independent Colleges and Universities educate the special education teachers involved in Birth to 3 Programs. PI 34 ensures that these programs will educate teachers in the full range of services for children beginning at birth. DHFS will need to explore ways to continue to influence these teacher-training programs so that they address best practice in the provision of services to children between birth to 3 and their families as well as the provision of services to young children with disabilities in community settings.

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**Appendix A**  
**The Vision for an Aligned Early Childhood Professional Development Approach**

Early childhood teachers can be found working in schools, Head Start, Birth to 3 Early Intervention, and child care. Yet, there is a wide range of qualifications, education, and experience among teachers of young children in Wisconsin. Each of these programs has a vastly different set of qualifications and systems for professional development.

It is well documented that competent teachers raise the quality of early learning opportunities for young children (Cost, Quality, and Outcomes Study Team, 1995). Wisconsin needs a cohesive professional development system for all persons who work with young children. This system would support teachers serving young children in the variety of programs and settings including schools, Birth to 3 early intervention, Head Start, child care, and the child’s home. The professional development system would support a career ladder from high school career courses, to associate degrees, to bachelor degrees, and beyond.

The system will be built by incorporating existing structures to maximize funding and ensure access to the entire early childhood care and education field. This seamless approach provides easy access to teacher training programs, professional development teams, mentors, and master teachers. The professional development system will be dependent upon articulation between technical and university systems, and easy access to coursework. This infrastructure will support all those working with young children and includes the following components:

- A career ladder or matrix that incorporates the range of competencies, educational levels, and teaching responsibilities needed within the field and that guides an equitable approach to wages and compensation.
- Inter-department commitment and funding to provide a formal collaborative approach to redesign and build the structure.
- Competency-based coursework that prepares teachers to support young children’s learning in various settings, addresses the developmental needs of all children including those with disabilities, and prepares teachers to work as teams.
- Articulation of coursework between two- and four-year institutions.
- Credit bearing coursework will be available through on-site intensive professional development experiences, planned interactions with mentors, distance education, and other strategies that increase access and maximize professional development.
- Coordinated training calendars on the regional and state levels to ensure easy access to professional development opportunities by early childhood professionals.
- Portfolios and mentors that can follow the teacher through the various steps of career development and across employers.

- Support and training for mentors and members of the professional development teams to assure their knowledge about early childhood development philosophy and practice.
- Ongoing outreach and networking between the state, regional, and local stakeholders about the early childhood professional development system.

While individual systems hold their own responsibilities, this vision can only be accomplished through collaboration and partnerships. Funding for the professional development system will be maximized by sharing existing resources and by stronger collaboration between teacher training institutions, state agencies, and early childhood associations.

## Appendix B

### Wisconsin Ten Teacher Standards As Applied in Early Childhood

*An Early Childhood Education (ECE) Initial Licensure Teacher needs to be able to demonstrate proficient performance in the knowledge, skills, and dispositions to teach children birth through age 8 through attainment of the following ten standards:*

**Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**

The ECE teacher understands and uses appropriate strategies to develop curriculum approaches, create lesson plans, and manage a learning environment for young children birth to age eight that provides for all of the following:

- Is based on the interrelationships among child development, learning theory, and education research.
- Is implemented through a balanced and integrated curriculum for the early childhood level which emphasizes play, active manipulation of concrete materials, independence in daily living, exploration of the environment, problem solving, and decision making.
- Incorporates best practices in the areas of children's literacy, environmental education, mathematics, motor development, physical and mental health, science, and social science.
- Integrated content areas such as creative arts, music, and literature through adult and child initiated themes.
- Meets the unique needs of a diverse group of young children and builds upon their strengths.

**Standard #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.**

The ECE teacher understands the principles and theories of child growth and development and learning theory as appropriate to children birth through age 8.

**Standard #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

The ECE teacher understands the wide variability in normal child development, as well as risk factors, and developmental patterns and delays. The teacher is able to identify, adapt the curriculum for, and seek additional resources to teach children birth through age 8 with special needs and talents.

**Standard #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

The ECE teacher understands the characteristics of play and implements curricular activities that contribute to the cognitive, social, emotional, communication, motor development and learning theory of children birth through age 8.

**Standard #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

The ECE teacher uses theories and principles of classroom organization and management based upon child development and learning of children birth through age 8 to create a learning environment that fosters friendships and interactions with others.

The ECE teacher understands and uses methods for organizing and team teaching in collaboration with parents and other professionals to maximize the children's development through appropriate use of strategies, materials, equipment, and technology.

**Standard #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

The ECE teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interactions in the classroom.

The ECE teacher understands and applies principles of program and staff development, supervision and evaluation of support staff.

The ECE teacher understands and applies appropriate principles of professionalism and confidentiality.

**Standard #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

The ECE teacher understands and implements instructional approaches that contribute to the practical application of basic skills, preparation of pupils for work including career exploration, and employability skills and attitudes.

**Standard #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**

The ECE teacher applies developmentally appropriate formal and informal assessment of infant and young children's cognitive, social, emotional, communication, motor, adaptive, and physical skills – including vision and hearing development – for initial and ongoing planning and evaluation or progress.

**Standard #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

The ECE teacher understands, implements, and as a reflective practitioner, evaluates developmentally appropriate curricular choices upon child development, learning theory, and research for all children birth through age eight.

The ECE teacher actively seeks out opportunities to grow professionally.

**Standard #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students learning and well-being.**

The ECE teacher understands and uses appropriate communication skills for working with other persons involved in early childhood settings including parents, volunteers, support staff, special education, and pupil services personnel, and professionals from other disciplines.

The ECE teacher understands and uses appropriate communication skills for working with advisory groups, community agencies, and other resources.

The ECE teacher understands and uses appropriate strategies designed to develop skills in supporting families from diverse backgrounds as well as in promoting parent education and family involvement in the early childhood level program.

## Appendix G

### Announcing the License Renewal Support Centers

Sixteen License Renewal Support Centers have been designated around the State. The primary purpose of these Centers is to provide PI 34 license renewal-related services to various licensed educators not employed by Wisconsin public schools. The secondary purpose is to provide assistance to licensed Wisconsin educators who wish to renew their license using a PDP in 2006, 2007, and 2008.

Center contacts met in Madison in August and will meet with DPI every other month during the 2004/05 school year. Centers will provide several services related to PI 34 including:

- Identification and training of mentors
- Identification and training for initial educator teams in all three categories of teacher, pupil service, and administrator
- Facilitation of ongoing orientation and support seminars based on the Wisconsin educator standards for initial educators not employed by a local public school district
- Assisting in creation of professional development plans
- Management of the professional development review process
- Training cohorts of professional educators using the state required model in the three categories of teacher, pupil service, and administrators
- Providing a location for initial and professional educators to meet with professional development teams
- Collaboration with regional partners to deliver necessary services
- Carrying out other activities as requested by the Department of Public Instruction

DPI contact for License Renewal Support Centers:

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125 S. Webster Street, PO Box 7841

Madison, WI 53707-7841

Phone: 608-266-3089

[maryjane.best-louther@dpi.state.wi.us](mailto:maryjane.best-louther@dpi.state.wi.us)

### License Renewal Support Center Contacts

| Support Center                 | Contact Name         | Phone Number       | Email Address  |
|--------------------------------|----------------------|--------------------|--|
| Brown Deer                     | Joan Naomi Steiner   | 414-371-6766       | <a href="mailto:jsteiner@bdsd.k12.wi.us">jsteiner@bdsd.k12.wi.us</a>               |
| CESA 01                        | Sandy Stefczak       | 262-787-9568       | <a href="mailto:SStefczak@cesa1.k12.wi.us">SStefczak@cesa1.k12.wi.us</a>           |
| CESA 03                        | Jeanetta Kirkpatrick | 608-822-3276 X 260 | <a href="mailto:jkirkpatrick@cesa3.k12.wi.us">jkirkpatrick@cesa3.k12.wi.us</a>     |
| CESA 05                        | Sue Wellnitz         | 608-742-8814       | <a href="mailto:wellnitzs@cesa5.k12.wi.us">wellnitzs@cesa5.k12.wi.us</a>           |
| CESA 06                        | Linda Reetz          | 920-236-0584       | <a href="mailto:lreetz@cesa6.k12.wi.us">lreetz@cesa6.k12.wi.us</a>                 |
| CESA 07                        | Claire Wick          | 920-492-5960 X 647 | <a href="mailto:cwick@cesa7.k12.wi.us">cwick@cesa7.k12.wi.us</a>                   |
| CESA 08                        | Glenn Bowers         | 800-831-6391 X 226 | <a href="mailto:gbowers@cesa8.k12.wi.us">gbowers@cesa8.k12.wi.us</a>               |
| CESA 09                        | Jayne Werner         | 715-453-2141 X 222 | <a href="mailto:jwerner@cesa9.k12.wi.us">jwerner@cesa9.k12.wi.us</a>               |
| CESA 10                        | Candyce Lund         | 715-720-2037       | <a href="mailto:clund@cesa10.k12.wi.us">clund@cesa10.k12.wi.us</a>                 |
| CESA 11                        | Connie Erickson      | 715-986-2020       | <a href="mailto:conniee@cesa11.k12.wi.us">conniee@cesa11.k12.wi.us</a>             |
| Wilmot                         | Janet Koroscik       | 262-862-9005 X 338 | <a href="mailto:jkoroscik@wilmotconsortium.com">jkoroscik@wilmotconsortium.com</a> |
| UW La Crosse/CESA 04           | Beth Hartung         | 608-785-5405       | <a href="mailto:hartung.beth@uwlax.edu">hartung.beth@uwlax.edu</a>                 |
| UW Milwaukee                   | Patricia Herdrich    | 414-229-2590       | <a href="mailto:herdrich@uwm.edu">herdrich@uwm.edu</a>                             |
| UW Superior/CESA 12/ Northland | Cecilia Schrenker    | 715-394-8156       | <a href="mailto:CSchrenk@uwsuper.edu">CSchrenk@uwsuper.edu</a>                     |
| UW Whitewater/CESA 02          | Robin Warden         | 262-472-5811       | <a href="mailto:wardenr@uww.edu">wardenr@uww.edu</a>                               |
| Watertown                      | Karla Mullen         | 920-261-1511       | <a href="mailto:bkmullen@charter.net">bkmullen@charter.net</a>                     |

## Appendix J

### Questions and Answers about PI 34 Defined during the Study Process

#### **Licensing**

- 1. To teach 4-year-old kindergarten, what are the existing licenses that can be held?** To teach 4-year old kindergarten, the teacher of record shall hold one of the following valid licenses:

|                                   |                       |
|-----------------------------------|-----------------------|
| 080: Prekindergarten              | 100: Kindergarten     |
| 083: Prekindergarten – 3          | 103: Kindergarten – 3 |
| 086: Prekindergarten – 6          | 106: Kindergarten – 6 |
| 088: Prekindergarten – 8          | 108: Kindergarten – 8 |
| 090: Prekindergarten/Kindergarten |                       |

Teachers holding an early childhood special education license 808 or 809 must also hold one of the above licenses to teach 4-year-old kindergarten.

- 2. When teachers graduate under the new PI 34 system, what will the license be called that allows them to teach in 4-year-old kindergarten?**

Initial Educator - Early childhood level

Initial Educator – Early childhood to middle childhood level

- 3. Once a teacher has a license, what is needed to maintain the license?** In 2000, the state licensing rules were changed. The changes (PI 34) will affect new teachers who complete an approved education program after 8-31-2004. Teachers who hold or are eligible to hold a license prior to 8-31-2004 will have the option of renewing a license based upon the pre 2004 requirements or working within the new renewal requirements in PI 34.

If a teacher with an existing license opts to stay in the old system, they will need to complete six credits that are related to the teacher standards every five years.

If a teacher with an existing license opts to work in the new system, they must design and complete a professional development plan relating to the educator standards.

- 4. If a teacher had completed a WI early childhood teacher training program and received a 5 year license to teach at the kindergarten level but then let the license expire, what needs to be done to obtain a kindergarten license again?**

The teacher will need to take 6 credits of professional development related to their teaching field and the teacher standards. A record of the credits is submitted to DPI through the application process.

- 5. If a teacher completed a WI early childhood teacher training program and received a degree in education but never applied for a teaching license, what needs to be done to obtain a kindergarten license again?**

If the teacher has been working in the education field (*this includes private schools, Head Start programs, and child care facility*) a completed application (PI 1602-IS, available at <http://www.dpi.state.wi.us/dpi/dlsis/tel/applications.html>) should be submitted to the DPI. The application must include the endorsement from the college/university where the education program was completed.

- 6. If a teacher completed a teacher training program and received (or was eligible to receive) a teaching license in another area what needs to be done to obtain a kindergarten license?**

The teacher should submit credentials to a college or university that offers a program that leads to licensing at the early childhood level. The college or university will review the teacher's background to determine what addition training is needed for licensure at the early childhood level.

If the teacher can be employed as a 4 year-old-kindergarten teacher, an emergency license can be issued to the teacher at the request of the employing district if no licensed candidates are available. In order to renew an emergency license, the teacher needs to complete 6 credits within an approved early childhood teacher training program. In the case of 4 year-old collaborative, the DPI will consider a request from the school district to waive the requirement that the district post for open position prior to using an emergency licensed teacher.

7. **If someone has an early childhood license from another state, what will they need to do to become licensed in Wisconsin?** The applicant would have to complete the application for persons who complete programs outside of Wisconsin (PI 1602-OS) which is available on our website at [www.dpi.state.wi.us/dlsis/tel/applications.html](http://www.dpi.state.wi.us/dlsis/tel/applications.html) and provide the documentation listed in the instructions.
8. **What if a teacher only holds a substitute teaching license?** A person with any substitute teacher license may substitute teach in a 4K program for up to 20 consecutive days. If the substitute assignment is more than 20 consecutive days, the substitute teacher must hold a regular, substitute, or emergency teaching license that specifically covers teaching in a 4K program.
9. **If a child care or Head Start teacher has an associate degree in early childhood from the WI Technical College System, what can they do to begin working toward a kindergarten license?** In Wisconsin, these individuals may be eligible to receive a T.E.A.C.H. Early Childhood® WISCONSIN Scholarship to support them in obtaining a degree that could lead them toward DPI Teacher licensing. T.E.A.C.H. stands for Teacher Education and Compensation Helps. It is a scholarship that links training, compensation and commitment to improving early childhood care and education experiences for young children and their families. The scholarship involves a partnership for the sharing of expenses by the recipient of the scholarship, the sponsoring program, and the T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program. For example, the scholarship will pay for up to 90% of tuition and book costs and provide a travel stipend each semester. The scholarship provides a bonus to the recipient for completing a scholarship contract and in most models, support is provided to the child care program to release the scholarship recipient from the program to attend class and study. An individual needs to work a minimum of 25 hours a week in a regulated or legally exempt early childhood program.
10. **Could employment in early childhood programs be considered as “currently working” in the field for the purposes of license renewal?** If employed as a teacher, yes, this experience will be accepted

### **Funding**

11. **Are there DPI Title II or other funds available to support implementation in non-LEA settings?** Support is available through the 16 License Renewal Support Centers established throughout Wisconsin and approved by DPI. Please refer to [www.dpi.state.wi.us/dlsis/tel/watsnew.html#lrsc](http://www.dpi.state.wi.us/dlsis/tel/watsnew.html#lrsc). The State Superintendent has included a request for mentoring support for all initial educators in the 2005-7 DPI biennial budget proposal to the legislature.
12. **Do the other state departments have funding to support implementation for the licensed teachers in their programs?** The Department of Workforce Development, through a contract with the Wisconsin Early Childhood Association, provides funding for the T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood® WISCONSIN Project. This program provides credit based educational scholarship opportunities for child care center and family child care providers who work in regulated settings. In return for a specified commitment to stay in the sponsoring center, a provider receives release time, travel stipend, a percentage of books and the majority of tuition paid for, and a bonus or wage increase upon completion of a contract. The Department of Health and Family Services, Birth to 3 Program, funds the Wisconsin Personnel Development Project, to provide a wide range of professional development supports for Birth to 3 early intervention programs. In addition, the Birth to 3 Program collaborates with other departments by contributing funding for professional development activities.



### **Professional Development Team**

- 13. Who can be the administrator on the team? Can this be the program director or direct supervisor of the teacher even if they do not have a DPI Administrator license?** Based on PI 34, the administrator on the initial educator's team must be a DPI licensed administrator. The License renewal Support Centers will be recruiting and training licensed team members from non-LEA settings to serve on PDP teams. This will include team licensed members who serve in early childhood settings.
- 14. How will the individual become connected to an administrator and to a higher education instructor and to other peers?** The primary purpose of the License Renewal Support Centers is to provide services required in PI 34 to initial educators not employed in public schools. This includes provision of teams to approve initial educator goals and verification of completion of their Professional Development Plans (PDP). Please refer to <http://www.dpi.state.wi.us/dpi/dlsis/tel/watsnew.html#lrsc>

### **Mentors**

- 15. How can an individual become connected to a mentor when they are working outside a school district? Must mentors be DPI-licensed teachers?** If the school or agency does not have PI 34 trained mentors, the License renewal Support Centers will provide the mentors.
- 16. Will the current child care mentor program curriculum still be used in the PI 34 plan. PI 34 requires a qualified trained mentor?** The training must include knowledge of PI 34, best practices in good mentoring, and knowledge of the PDP process. The local school or agency could provide additional training including the child care curriculum.
- 17. How can mentors become more knowledgeable about teaching and learning in early childhood settings outside of the school?** CESA 8 has a document in draft that provides mentors with information about teacher roles, regulations, and standards in Birth to 3 early intervention programs, child care, and Head Start.

### **Professional Development Plan/Team** (refer to: [www.dpi.state.wi.us/dpi/dlsis/tel/t2tqeg.html#pdp](http://www.dpi.state.wi.us/dpi/dlsis/tel/t2tqeg.html#pdp))

- 18. Will The Registry or DRL licensed personnel be eligible to function as members of professional development teams?** PD teams need to be DPI licensed educators. License Renewal Support Centers will recruit personnel from non public school settings to serve on teams for initial educators and professional educators. These people may also be registered through the Registry.
- 19. Will child care be able to access Head Start professional development and other avenues of professional development already available locally?** These professional development opportunities could be included in to an educator's professional development plan (PDP).
- 20. Will PI 34 allow Wisconsin Mentor Teacher Program Curriculum to be utilized – and can it be offered at the technical college level?** The Department of Workforce Development no longer establishes a contract with the 16 Child Care Resource and Referral Agencies to provide a Mentor Coordinator staff position for the administration of the Wisconsin Mentor Teacher Program. Funding for this initiative was eliminated in the 2003-2005 biennium budget. However, several areas of the state continue to offer the Wisconsin Mentor Teacher Program. The curriculum is still available to technical colleges/universities through the Child Care Information Center (CCIC). Where available, this training can be built into a PDP depending on the goals developed and the standards identified for growth by the educator

### **Higher education**

- 21. Can out-of -state faculty serve on the Professional Development Team.** At this time, no.
- 22. How can local technical college campuses be included in the professional development plan? What is the connection between technical colleges and the UW articulation agreements?** Wisconsin 4-year colleges and universities offering education programs are responsible for identifying higher

education representatives for PD teams. This may include names of faculty at 2-year campuses who are connected with 4-year programs.

#### **License Renewal Support Centers (LRSC)**

**23. How will the LRSCs support teachers not employed by school districts?** The LRSCs primary purpose is to provide PI 34 license renewal-related services to various licensed educators not employed by Wisconsin public schools. The secondary purpose is to provide assistance to licensed Wisconsin educators who wish to renew their license using a PDP in 2006, 2007, and 2008. Centers will provide several services related to PI 34 including: identification and training of mentors and initial educator teams, ongoing orientation and support seminars based on the Wisconsin educator standards, assisting in creation of professional development plans, management of the professional development review process, and training cohorts. ( see: [www.dpi.state.wi.us/dlsis/tel/watsnew.#lrsc](http://www.dpi.state.wi.us/dlsis/tel/watsnew.#lrsc))

**24. What will the fee for service be?** Will it differ for schools, Head Start and child care? The 16 License Renewal Support Centers are responsible for establishing fees for services provided. They are meeting this fall to discuss guidelines for such fees.

#### **Others**

**25. What resources will be easily available to family child care programs who work in their own isolated program? How will they become connected to professional development opportunities?** Resources will be available and accessible through one of the 16 LRSCs located throughout Wisconsin.

**26. How will PI 34 connect to the full vision for professional development in early care and education core competency areas?** Through the PDP, educators in child care settings will have the opportunity to focus goals on early care and education core competency areas.

**27. Will child care be able to access Head Start professional development, and other avenues of professional development already available locally?** Any such professional development will be appropriate to a PDP based on selected goal (s) identified by the educator.